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ABSTRACT

A study was conducted to develop a curriculum to meet the information processing/management training needs of persons entering or continuing careers in the information marketing area. The process used for the study was based on Stufflebeam's Context, Input, Process, Product (CIPP) model of evaluation. The information gathering process included a detailed review of current literature and contact with approximately 40 representatives of appropriate institutions and trade associations, using technical focus panels of 8 to 14 managers. In addition, purchasing area surveys were mailed to 375 managers, an advertising survey was mailed to 350 advertising personnel, and a technical sales survey was sent to 549 sales managers (all in the Milwaukee area). Survey responses varied from 35 percent for purchasing to 14 percent for media planning/buying. Postsecondary institutions were also surveyed and their curricula reviewed. Through these efforts, competencies were listed for each of the areas, and initial and continuing education needs were identified. As a result of the study, key competencies were incorporated in the marketing management program. Two courses in information marketing and four courses in negotiation skills, advanced selling techniques, materials management, and quality management were crated. (Seven appendixes, comprising about 75 percent of the document, include the following: a list of organizations and persons contacted; a 46-item bibliography; lists of panelists on the technical sales, purchasing, and media buyers panels; sample letters, surveys, company profiles, and responses; lists of college programs; a discussion of survey results; and an evaluation of course outlines.) (KC)

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BUSINESS MARKETING INFORMATION SYSTEMS SKILLS

VOC-ED PROJECT

Marketing Management Career Area

Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Statement of Need - Marketing Information Systems Skills

Information has been and will be a critical component in business' systematic management of products and services. The development of cost effective information processing technology has created an opportunity to increase the productivity of all organizations. This technology has also created opportunities in the field of marketing.

John Burch in a Data Management, February 1986 article entitled, In a Competitive World, the Strongest Weapon is Information, comments that "Information helps managers perform better, combat competitors, innovate, reduce conflict, and adapt to vicissitudes in the market place. Information enhances product and service differentiation by giving customers up-to-date, less expensive products and services, better and easier access to products and services, improved quality, quicker responsive service, more tracking and status information and a broader range of products and services."

Information Technology has created many markets. Computers have represented a national market in 1986 of $49 billion according to Data Quest, Inc. Professional services in the computer industry is a $10.5 billion market. Technology continues to offer potential markets as exemplified by compact disk memory storage devices (CD-ROM). This technology introduced in 1983 is projected to be a $23 billion industry in 1990, according to Business Week, July 1986.

In addition, Information Technology is often built heavily into hardware products such as robotics. Additional examples of new technology markets are in the areas of videoconferencing, data transmission via cellular telephone, PBX, and microwave transmission medicines.

The WBVTAE clearly recognized the need for information technology skills in the State Board Program Priority Plan, the first two systemwide recommendations for the Business section address the need to develop information skills.

Jobs and Technology: "An Analysis of the Technological Skill Training Needs of the Metropolitan Milwaukee Workforce Through 1990," summary of key trends found the following--"across industry groups, four job titles consistently appeared among the top increased or significantly increased demand occupations, Computer Programmer, Systems Analyst, Sales Representative-Technical, and Word Processing Operator." Clearly, there is a demonstrated need for individuals in the Technical Sales job classification. The study also demonstrates the need for technological upgrade training of the existing workforce in information processing management skills.

Purpose of Study

The purpose of the study was to develop curriculum to meet the information processing/management training needs of individuals entering or continuing careers in the information marketing area.

Objectives

-To identify the information processing/management competencies in each of the targeted occupational clusters and distribute to all faculties.

-To revise and upgrade the information processing/management competencies in the technical core courses in the Marketing Management program.

-To create two courses in the Marketing Management program that trains students for jobs in information marketing.

-To create four courses in the targeted occupational clusters that enables further development of information processing/management competencies.

-To identify the training needs of the currently employed. (A plan will be developed to meet the training needs.)

-To develop workshops, seminars, and courses for those individuals currently employed who need upgrade training. (Workshop outlines will be developed for workshops. The workshops offered will depend upon the need such as "using data bases to identify customers.")

-To identify clusters of courses which gives students competencies for specific occupations.

-To ascertain from business and industry the opportunities for women, particularly in occupations traditionally dominated by males.

-To complete project within the allocated budget.

-To complete project by June 30, 1988.

BUSINESS/MARKETING INFORMATION SYSTEMS SKILLS PROJECT

Task Force Organization

Titles	Business Data Processing	Marketing
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Advisory Committee Representative	G. Charette	S. Gendelman
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Clerical Support	D. Dahl	D. Dahl
Research Dept.	K. Roberts	K. Roberts
Faculty Researchers	D. Lyndahl J. Walsh G. Frailing	W. Johnson D. Kornemann M. Safford N. Cohn D. Schultz

Process

The process used for the study was based on Stufflebeam's CIPP model of evaluation. The CIPP approach is particularly valuable for evaluation for decision/making. The purpose of this study was primarily formative in nature and intended to focus on several related career clusters within the broad field of marketing. Using the CIPP approach allowed the task force to identify target populations and assess needs and to make recommendations for implementation of changes to address those needs. This method also provides a framework of reference against which to judge eventual outcomes.

The task force developed a table of specific occupational clusters to be studied within the project.

MARKETING CAREER CLUSTER TABLE

BUSINESS MARKETING INFORMATION SYSTEMS VOC-ED PROJECT

The following table represents by career ladder position and occupational function the occupational clusters to be targeted for study in the Business Marketing Information Systems Skills Voc-Ed Project.

Career Ladder	Media Planning/Buying	Purchasing	Technical Sales
Career sustaining	Media assistant	Purchasing assistant	Sales support
Specialist	Media planner/buyer	Purchasing agent	Field sales
Supervisor/Manager	Media manager	Purchasing dept. manager	Sales manager

The initial information gathering process included a detailed review of current literature. The purposes of the review were to provide definitions of industry terminology, to identify previous research and task listings in the field, and to identify relevant sources that provide an overview of the occupations related to Technical Sales, Purchasing, and Media Planning/Buying. A complete computerized search of ERIC, VECM, Dialog, Business Connection, and related business data bases was conducted. In addition, contact was made with 40 individuals and representatives of appropriate institutions and trade associations. A complete list of contacts is attached as Appendix A.

The resources obtained as a result of the literature review can be classified as follows:

textbooks
task listings
career information directories
industry overviews/projections
journal articles
professional papers

A complete bibliographic reference is attached as Appendix B.

The results of the literature review were used first as background and as preparation for the next step in the process which was to conduct technical focus panels.

Technical focus panels were identified for each of the three career clusters. These consisted of 8 to 14 persons at the manager level who had experience at each of the career ladder levels. These focus groups were given the task of defining and reviewing the occupation and of providing input as to areas of responsibility and job duties. Additional information was gathered on continuing education needs and job market trends. A listing of panel members for each career area is found in Appendix C.

The input from the three technical focus panels (Technical Sales, Purchasing, Media Planning/Buying) and a synthesis of the literature review data were used to develop three survey instruments that were mailed to business people in the Milwaukee area. A copy of each survey is found in Appendix D.

The purchasing survey was mailed to 375 members of the Southeast Wisconsin Purchasing Management Associations. The media survey was sent to 350 members of the Milwaukee Advertising Club. Finally, the technical sales survey was sent to 549 sales managers from a random selection of businesses in the Milwaukee Metropolitan area as listed by Dun and Bradstreet.

The survey response rate varied from 35% for purchasing to 14% for Media Planning/Buying. The results were deemed valid for curriculum planning purposes.

An additional component of the project was a survey of post-secondary programs in the areas of Technical Sales, Purchasing/Materials Management, and Media Planning/Buying. This aspect of the project was performed by the Mark Ed Resource Center at Ohio State University. Letters requesting program and course outlines for Technical Sales, Purchasing, and Media Planning/Buying were sent to the Marketing Department Chair of 2200 private, community and technical colleges. Approximately 275 institutions responded to the request. A listing of the programs is attached as Appendix E.

The final phase of the research process involved a review of the MATC Course Outlines from the Marketing area. These were evaluated by personnel from the Mark Ed resource center at Ohio State University for consistency, instructional sequence, and clarity of objectives. Specific recommendations were given for each outline submitted.

Key Findings

Technical Sales

Focus groups did not reach a final definition of the Technical Sales area. Key terms repeated often are: non-retail, sophisticated product, non-consumer related, consultive selling, high degree of needs analysis problem solving, application knowledge, and product vs. application oriented.

Job titles vary from company to company and are ambiguous in nature. The same title may denote an entirely different job function from company to company. It was agreed that titles are important to the entry level/graduate.

Survey results confirmed a listing of competencies, developed by the focus groups, for inclusion in courses for a technical sales certificate. Those competencies are found listed in Appendix F. Key competencies included negotiation skills, communication, basic selling skills, and time management.

Continuing Education needs of the technical sales force center on selling techniques, technical communication, presentation, and presentation tools. The survey and focus groups as well as the literature research indicated a need for short courses in the key skills areas. Customer service is detailed in the research as a key factor for the technical sales representative. The inclusion of computer aids in presentation graphics and business and sales analysis for the salesman was also suggested by the study.

Media Planning/Buying

Media Buying is an agency function rather than an actual business function. Most businesses (except very large businesses) rely on agencies to do most media buys. A key area is the need for training in the use of specific software for media planning/buying. This was confirmed as a need both for the program student and the continuing education student.

Computer training is a key area in the Media Planning/Buying curriculum with specific software being available for most broadcast media planning, market research, copywriting, graphics, and for print media in communications and national advertising sales.

Key competencies are listed in Appendix F and include negotiation skills, presentation skills, and computer literacy. The continuing education needs most often mentioned are the use of the computer in specialized software areas, advanced presentation skills, and the negotiating skills areas.

Purchasing

Purchasing job titles and functions were shown to vary from company to company. Job title does not give a true indication of job function or job responsibility. Titles are commonly used to imply status of the individual rather than to denote a job function. The occupational situation involves working as an intermediary with others who are experts in the field and do not want to have someone also involved. Requires strong negotiation skills for this reason as well as for dealing with suppliers. Information management is a key skill area for the purchasing profession. This involves collection, storage, classification, and retrieval of all types of information related to the purchase cycle. Move from a manual system of information management to the computerized systems is a key skill need for the person entering the field or planning to advance. Continuing education needs also focused on Just In Time, Statistical Process Control, Material Requirements Planning, and Legal Aspects of Purchasing.

Key competencies found in focus groups and the survey included negotiation skills, communication skills, computer literacy, and basic purchasing skills. Additional competencies for continuing education needs fall in the areas of Material Requirement Planning and Management.

Action Plan

Several skill areas for inclusion in the marketing curriculum are common to all three occupational clusters. Negotiation skills, communication skills, computer literacy, and basic presentation skills are confirmed as necessary in each of the three areas studied.

Specific actions to be taken for each of the study objectives are:

1. To identify the information processing/management competencies in each of the targeted occupational clusters and distribute to all faculties.

   The key competencies identified in the study (Appendix D) will be distributed to all faculty members in a workshop or inservice meeting Fall 1988.

2. To revise and upgrade the information processing/management competencies in the technical core courses in the Marketing Management program.

   The study results will be used to modify appropriate technical core courses as needed during the Fall 1988 semester. Specific courses targeted for this revision or modification are Product Technology, Industrial Marketing, and Advanced Sales Techniques.

3. To create two courses in the Marketing Management program that trains students for jobs in information marketing.

   Study findings show the existing Marketing Management Program with course modifications adequately prepares students for the information marketing area. Based on study findings, no new courses in the information marketing area are suggested.

4. To create four courses in the targeted occupational clusters that enables further development of information processing/management competencies.

   Based on study findings, the following list of courses are suggested for addition to the Marketing Management Materials Management, and Marketing Communications Programs:

   *Negotiation Skills in Business
   *Advanced Selling Techniques
   *Just In Time - Materials Management Techniques
   *Quality Management

   These courses to be developed and added to the curriculum during the 1988-89 school year.

5. To identify the training needs of the currently employed. (A plan will be developed to meet the training needs.)

   Training needs for the currently employed were identified from focus and survey. These needs included selling techniques, presentation techniques, sales analysis, computer training, and negotiation skills. These needs may be met via either specialized workshops or courses specifically tailored to these needs. It is recommended that course outlines and course descriptions be revised to clearly address these needs in existing courses. These course areas to be targeted for inclusion in evening and weekend college course offerings.

6. To develop workshops, seminars, and courses for those individuals currently employed who need upgrade training. (Workshop outlines will be developed for workshops. The workshops offered will depend upon the need such as "using data bases to identify customers.")

   Based on the study, the following list of courses will be developed during the 1988-89 school year:

   *Sales Skills courses
      1. closing techniques
      2. customer benefit selling
      3. handling customer objections
   *Lotus for Sales Management
   *Negotiation Skills for Business
   *Consumer Target Marketing
   *Managing Customer Relationships

7. To ascertain from business and industry the opportunities for women, particularly in occupations traditionally dominated by males.

   Survey results confirmed the opportunities in all targeted occupational clusters. The study showed no curriculum changes required.

Summary

The study confirmed the job trends indicated by the Jobs and Technology report on Technical Sales. Respondents indicated growth in job openings in the Technical Sales area and indicated interest in internship program participation.

The skills and competencies confirmed reported indications of needs in information management skills for program graduates. These skills are also among continuing education needs of the currently employed.

The Media Planning/Buying portion of the study confirmed software training needs of students. The study highlighted the need for specific skill training on software available for the media area as well as general computer literacy. Among continuing education needs the study also confirms specialized software training, advanced presentation skills, and negotiating skills. Job trends in the Media Planning/Buying area confirmed strong demand for professionals in this area with interest in internship programs.

The Purchasing area was confirmed as a growth profession with heavy emphasis on the need for individuals with training in information management. The study showed clear ties between information management and job performance in the purchasing area. Need for communication skills and negotiation skills were also key findings of the study. Within the field of purchasing are also creating a need for individuals with skills in the area of Materials Management.

Based on the findings of the study, changes and additions will be made to the Marketing Curriculum. Key among these are additional courses in key competency areas such as computer information management in the sales, media and purchasing areas. Negotiation skills for sales and for purchasing. Additionally, specific courses and workshops for upgrade of existing workforce will be developed and changes in existing course outlines, based on study recommendations, will be implemented.

The following organizations and individuals were contacted.

Institutions

Broward Community College
Cuyahoga County Community college
George Washington University
Golden Gate University -- Dr. Rageh
Lakeshore Technical Institute
Shoreline Community college
University of Colorado -- Don Dobler
University of Michigan
William Rainey Harper College
Weber State College -- John Burkes
Federal Acquisition Institute -- Elma B. Davis

Individuals

Jerry Manning - co-author of Selling Today with Barry Reece
Stewart Husted - Indiana State University
Jack Falvey - private consultant
Dr. Barry Reece - Virginia Tech
Judy Hunter - Zook Advertising, Education Specialist for Advertising Federation of Columbus

Curriculum Centers

Mid American Vocational Curriculum Consortium (MAVCC)
National Center - Curriculum Coordinating Units
National Curriculum Network
V-Tecs

Trade Associations--Media

Advertising Club of New York
Advertising and Marketing International Network
Advertising Research Foundation
American Advertising Federation
AAAA
The Advertising Federation of Columbus

Trade Associations--Purchasing

National Association of Purchasing Management
American Purchasing Society
National Purchasing Institute

Trade Associations--Sales

National Network of Women in Sales
National Association of Manufacturer's Representatives
Association of Sales Administration Managers
National Association for Professional Saleswomen
National Society of Sales Training Executives
Professional Salespersons of America
Sales Executive Club of New York
Sales and Marketing Executive International

Trade Associations--Miscellaneous

American Marketing Association
Technical Marketing Society of America
American Society of Training and Development

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January, 1988

Dear Media Planning/Buying Professional:

The Milwaukee Area Technical College is embarking upon a very important curriculum development project for which we need your valuable input. Would you please be gracious enough to take a few minutes to complete this survey.

This information will be used by our curriculum development team which includes experts from the field of media planning/buying. Through this process we will assure that our students have the skills and knowledge which you are looking for in the media planning/buying profession. Not only is your input critical to the update of course offerings at MATC, but will provide the foundation for curriculum planning efforts nationwide.

Please return this survey within two weeks. Thank you for your support.

Sincerely,

David W. Grypp

DWG:CM

COMPANY PROFILE

Please provide the requested information regarding the profile of your company. The information will define the demographic considerations of the curriculum survey.

1. Company Name: _____ (optional)

2. Company Business: Place a check mark next to the appropriate category(s).

___Banking/Finance ___Education ___Governmental ___Health

___Insurance ___Manufacturing ___Retail ___Service

___Wholesale/Distribution

3. Company Size: Place a check mark next to the appropriate number of employees.

Total employees: ___1-99 ___100-499 ___500-599 ___1000+

Media Planning/ Buying Employees ___1-4 ___5-9 ___10-49 ___50-99 ___100+

4. In preparing students for employment, it is important to recognize media planning/buying job titles. Please exam the following job titles. Place a check mark next to the job titles used in your organization.

___Assistant Buyer
___Media Buyer
___Associate Media Director
___Assistant Media Planner
___Senior Media Planner
___Assistant Spot Buyer
___Senior Spot Buyer
___Space Buyer
___Media Buyer & Planner
___Media Specialist
___Media Director
___Media Planner
___Media Analyst
___Spot Buyer
___Assistant Space Buyer
___Senior Space Buyer

Other (Please list):

_____

_____

_____

5. How many positions with titles listed in question 4 do you plan on hiring?

___Within one year

___Within five years

6. The following represents a listing of the major areas of responsibility associated with positions in media planning/buying. Please indicate the significance of these tasks in relation to successful job performance using the following rating scale:

0 - no significance to successful job performance

1 - minimal significance to successful job performance

2 -

3 - moderate significance to successful job performance

4 -

5 - essential to successful job performance

	Significance to Overall Job Performance					
Conduct Market Analysis	0	1	2	3	4	5
Determine Media Objectives	0	1	2	3	4	5
Determine Media Strategies	0	1	2	3	4	5
Forecast Media Performance	0	1	2	3	4	5
Estimate Media Costs	0	1	2	3	4	5
Determine Media Values	0	1	2	3	4	5
Prepare/Interpret Budgets	0	1	2	3	4	5
Select Proper Media	0	1	2	3	4	5
Negotiate Price/Positioning	0	1	2	3	4	5
Place the Buy	0	1	2	3	4	5
Maintain/Review the Buy	0	1	2	3	4	5
Resolve Billing	0	1	2	3	4	5
Conduct Post-Buy Analysis	0	1	2	3	4	5

7. Using the same list of major areas of responsibility associated with positions in media planning/buying, indicate areas in which your company's media planning/buying personnel have performance weaknesses or training needs. Use the following rating scale:

0 - no weakness/needs

1 - minimal weakness/needs

2 -

3 - moderate weakness/needs

4 -

5 - excessive weakness/needs

	Performance Weakness/ Training Needs
Conduct Market Analysis	0 1 2 3 4 5
Determine Media Objectives	0 1 2 3 4 5
Determine Media Strategies	0 1 2 3 4 5
Forecast Media Performance	0 1 2 3 4 5
Estimate Media Costs	0 1 2 3 4 5
Determine Media Values	0 1 2 3 4 5
Prepare/Interpret Budgets	0 1 2 3 4 5
Select Proper Media	0 1 2 3 4 5
Negotiate Price/Positioning	0 1 2 3 4 5
Place the Buy	0 1 2 3 4 5
Maintain/Review the Buy	0 1 2 3 4 5
Resolve Billing	0 1 2 3 4 5
Conduct Post-Buy Analysis	0 1 2 3 4 5

8. MATC offers many special courses and seminars for business through our Continuing Education and Business Outreach Department. Please list topics you would like to see offered for Media Planners/Buyers:

_____

_____

_____

_____

RESPONDENT PROFILE

9. Job Title: _____

10. Years in Current Position: ___0-2 ___3-5 ___6-10 ___10+

11. Years of Media Planning/ Buying Experience: ___0-5 ___6-10 ___11-15 ___16-20 ___20+

12. Is your company interested in participating in an internship program?

___Yes ___No

If yes, who should MATC Contact?

_____ Phone: _____

13. Would you consider employing graduates from the Media Planning/Buying Program within the next two years?

___Yes ___No If yes, approximately how many? _____

14. Would you be interested in serving on the MATC Business Advisory Committee?

___Yes ___Interested ___No

15. Comments:

16. Name: _____ Company Name: _____

Address: _____

Title: _____ Phone: _____

Thank you again for your time and cooperation.

February, 1988

Dear Sales Professional:

The Milwaukee Area Technical College is embarking upon a very important curriculum development project for which we need your valuable input. Would you please be gracious enough to take a few minutes to complete this survey.

This information will be used by our curriculum development team which includes experts from the field of technical/industrial sales. Through this process we will assure that our students have the skills and knowledge which you are looking for in the sales profession. Not only is your input critical to the update of course offerings at MATC, but will provide the foundation for curriculum planning efforts nationwide.

Please return this survey within two weeks. Thank you for your support.

Sincerely,

David W. Grypp

DWG:CM

COMPANY PROFILE

Please provide the requested information regarding the profile of your company. The information will define the demographic considerations of the curriculum survey.

1. Company Name: _____ (optional)

2. Company Business: Place a check mark next to the appropriate category(s).

___Banking/Finance ___Education ___Governmental ___Health
___Insurance ___Manufacturing ___Retail ___Service
___Wholesale/Distribution

3. Company Size: Place a check mark next to the appropriate number of employees.

Total employees: ___1-99 ___100-499 ___500-599 ___1000+

Sales Employees: ___1-4 ___5-9 ___10-49 ___50-99 ___100+

4. In preparing students for employment, it is important to recognize technical/industrial sales job titles. Place a check mark next to the job titles used in your organization.

___Account Manager
___Field Representative
___Marketing Representative
___Product Representative
___Sales Agent
___Sales Engineer
___Sales Person
___Sales Manager
___Sales Trainee
___Sales Representative
___District Manager

Other (Please list):

_____
_____
_____

5. How many positions with titles listed in question 4 do you plan on hiring?

___Within one year
___Within five years

6. The following represents a listing of the major areas of responsibility associated with positions in technical/industrial sales. Please indicate the significance of these tasks in relation to successful job performance using the following rating scale:

0 - no significance to successful job performance
1 - minimal significance to successful job performance
2 -
3 - moderate significance to successful job performance
4 -
5 - essential to successful job performance

	Significance to Overall Job Performance
Identify Prospects	0 1 2 3 4 5
Qualify Prospects	0 1 2 3 4 5
Conduct Market Analysis	0 1 2 3 4 5
Develop Presentation	0 1 2 3 4 5
Establish Client Relationship	0 1 2 3 4 5
Obtain Product Knowledge	0 1 2 3 4 5
Obtain Company Knowledge (Prospect)	0 1 2 3 4 5
Structure Sales Territory	0 1 2 3 4 5
Obtain Sales Interview	0 1 2 3 4 5
Conduct Requirements Analysis	0 1 2 3 4 5
Match Needs/Benefits	0 1 2 3 4 5
Develop Solution	0 1 2 3 4 5
Present Solution	0 1 2 3 4 5
Close Sale (Acquire the Order)	0 1 2 3 4 5
Handle Objections	0 1 2 3 4 5
Negotiate Terms of Contract	0 1 2 3 4 5
Set Objectives for Future Calls	0 1 2 3 4 5
Follow up to Determine Future Action	0 1 2 3 4 5
Evaluate Sales Call (Positive or Negative)	0 1 2 3 4 5
Deliver Commitments	0 1 2 3 4 5
Follow Up (Service the Sale)	0 1 2 3 4 5
Continue Education of Clients	0 1 2 3 4 5
Verify Proper Usage of Product	0 1 2 3 4 5

7. Using the same list of major areas of responsibility associated with positions in technical/industrial sales, indicate areas in which your company's sales personnel have performance weaknesses or training needs. Use the following rating scale:

0 - no weakness/needs
1 - minimal weakness/needs
2 -
3 - moderate weakness/needs
4 -
5 - excessive weakness/needs

	Performance Weakness/ Training Needs
Identify Prospects	0 1 2 3 4 5
Qualify Prospects	0 1 2 3 4 5
Conduct Market Analysis	0 1 2 3 4 5
Develop Presentation	0 1 2 3 4 5
Establish Client Relationship	0 1 2 3 4 5
Obtain Product Knowledge	0 1 2 3 4 5
Obtain Company Knowledge (Prospect)	0 1 2 3 4 5
Structure Sales Territory	0 1 2 3 4 5
Obtain Sales Interview	0 1 2 3 4 5
Conduct Requirements Analysis	0 1 2 3 4 5
Match Needs/Benefits	0 1 2 3 4 5
Develop Solution	0 1 2 3 4 5
Present Solution	0 1 2 3 4 5
Close Sale (Acquire the Order)	0 1 2 3 4 5
Handle Objections	0 1 2 3 4 5
Negotiate Terms of Contract	0 1 2 3 4 5
Set Objectives for Future Calls	0 1 2 3 4 5
Follow up to Determine Future Action	0 1 2 3 4 5
Evaluate Sales Call (Positive or Negative)	0 1 2 3 4 5
Deliver Commitments	0 1 2 3 4 5
Follow up (Service the Sale)	0 1 2 3 4 5
Continue Education of Clients	0 1 2 3 4 5
Verify Proper Usage of Product	0 1 2 3 4 5

8. MATC offers many special courses and seminars for business through our Continuing Education and Business Outreach Department. Please list topics you would like to see offered for technical/industrial sales:

_____

_____

_____

_____

RESPONDENT PROFILE

9. Job Title: _____

10. Years in Current Position: ___0-2 ___3-5 ___6-10 ___10+

11. Years of Sales Experience: ___0-5 ___6-10 ___11-15 ___16-20 ___20+

12. Is your company interested in participating in an internship program?

___Yes ___No

If yes, who should MATC Contact?

_____ Phone: _____

13. Would you consider employing graduates from the Technical/Industrial Sales Program within the next two years?

___Yes ___No If yes, approximately how many? _____

14. Would you be interested in serving on the MATC Business Advisory Committee?

___Yes ___Interested ___No

15. Comments:

16. Name: _____ Company Name: _____

Address: _____

Title: _____ Phone: _____

Thank you again for your time and cooperation.

January, 1988

Dear Purchasing Professional:

The Milwaukee Area Technical College is embarking upon a very important curriculum development project for which we need your valuable input. Would you please be gracious enough to take a few minutes to complete this survey.

This information will be used by our curriculum development team which includes experts from the field of Purchasing. Through this process we will assure that our students have the skills and knowledge which you are looking for in the purchasing profession. Not only is your input critical to the update of course offerings at MATC, but will provide the foundation for curriculum planning efforts nationwide.

Please return this survey within two weeks. Thank you for your support.

Sincerely,

David W. Grypp

DWG:CM

COMPANY PROFILE

Please provide the requested information regarding the profile of your company. The information will define the demographic considerations of the curriculum survey.

1. Company Name: _____ (optional)

2. Company Business: Place a check mark next to the appropriate category(s).

___Banking/Finance ___Education ___Governmental ___Health

___Insurance ___Manufacturing ___Retail ___Service

___Wholesale/Distribution

3. Company Size: Place a check mark next to the appropriate number of employees.

Total employees: ___1-99 ___100-499 ___500-599 ___1000+

Purchasing employees: ___1-4 ___5-9 ___10-49 ___50-99 ___100+

4. Examine the following job titles. Are these job titles inclusive of the occupation of purchasing? _____YES _____NO.

If not, please include additional titles in the space provided.

___Expediter

___Buyer

___Junior Buyer

___Assistant Buyer

___Senior Buyer

___Purchasing Agent

___Purchasing Manager

___Director of Purchasing

5. How many positions with titles listed in question 4 do you plan on hiring?

___Within one year

___Within five years

6. The following represents a listing of the major areas of responsibility associated with positions in purchasing. Please indicate the significance of these tasks in relation to successful job performance using the following rating scale:

0 - no significance to successful job performance

1 - minimal significance to successful job performance

2 -

3 - moderate significance to successful job performance

4 -

5 - essential to successful job performance

	Significance to Overall Job Performance					
Determine Purchasing Needs	0	1	2	3	4	5
Acquire Product Knowledge	0	1	2	3	4	5
Formulate Specifications to Guide Procurement	0	1	2	3	4	5
Search for Potential Sources of Supply (Sourcing)	0	1	2	3	4	5
Request Quotation/Bid	0	1	2	3	4	5
Conduct Value Analysis	0	1	2	3	4	5
Conduct Cost Analysis	0	1	2	3	4	5
Prepare for Sales Call	0	1	2	3	4	5
Select Vendor/Source	0	1	2	3	4	5
Negotiate Contract	0	1	2	3	4	5
Maintain Buying/Warehouse Records	0	1	2	3	4	5
Follow up (Delivery, etc.)	0	1	2	3	4	5
Coordinate Traffic	0	1	2	3	4	5
Evaluate Supplier/Products	0	1	2	3	4	5
Develop New Markets	0	1	2	3	4	5

7. Using the same list of major areas of responsibility associated with positions in purchasing, indicate areas in which your company's purchasing personnel have performance weaknesses or training needs. Use the following rating scale:

0 - no weakness/needs

1 - minimal weakness/needs

2 -

3 - moderate weakness/needs

4 -

5 - excessive weakness/needs

	Performance Weakness/ Training Needs
Determine Purchasing Needs	0 1 2 3 4 5
Acquire Product Knowledge	0 1 2 3 4 5
Formulate Specifications to Guide Procurement	0 1 2 3 4 5
Search for Potential Sources of Supply (Sourcing)	0 1 2 3 4 5
Request Quotation/Bid	0 1 2 3 4 5
Conduct Value Analysis	0 1 2 3 4 5
Conduct Cost Analysis	0 1 2 3 4 5
Prepare for Sales Call	0 1 2 3 4 5
Select Vendor/Source	0 1 2 3 4 5
Negotiate Contract	0 1 2 3 4 5
Maintain Buying/Warehouse Records	0 1 2 3 4 5
Follow up (Delivery, etc.)	0 1 2 3 4 5
Coordinate Traffic	0 1 2 3 4 5
Evaluate Supplier/products	0 1 2 3 4 5
Develop New Markets	0 1 2 3 4 5

8. MATC offers many special courses and seminars for business through our Continuing Education and Business Outreach Department. Please list topics you would like to see offered for purchasing agents:

_____

_____

_____

_____

RESPONDENT PROFILE

9. Job Title: _____

10. Years in Current Position: ___0-2 ___3-5 ___6-10 ___10+

11. Years of Purchasing Experience: ___0-5 ___6-10 ___11-15 ___16-20 ___20+

12. Is your company interested in participating in an internship program?

___Yes ___No

If yes, who should MATC Contact?

_____ Phone: _____

13. Would you consider employing graduates from the Purchasing Program within the next two years?

___Yes ___No If yes, approximately how many? _____

14. Would you be interested in serving on the MATC Business Advisory Committee?

___Yes ___Interested ___No

15. Comments:

16. Name: _____ Company Name: _____

Address: _____

Title: _____ Phone: _____

Thank you again for your time and cooperation.

P U R C H A S I N G S U R V E Y
Manufacturing

2. 116-Manufacturing

3a.

18	1-99
59	100-499
8	500-599
29	1000+

3b.

31	1-4
20	5-9
15	10-49
1	50-99
0	100+

4.

90	Expediter
17	Buyer
21	Junior Buyer
10	Assistant Buyer
15	Senior Buyer
17	Purchasing Agent
20	Purchasing Manager
25	Director of Purchasing

5a.

75	said 0 people
34	said 1 person
5	said 2 people
0	said 3 people
1	said 4 people

5b.

48	said 0 people
20	said 1 person
35	said 2 people
6	said 3 people
3	said 4 people
1	said 5 people
1	said 6 people
1	said 9 people

PURCHASING SURVEY

MANUFACTURING

	0	1	2	3	4	5	AVG
6. Determine Purchasing Needs	6	6	9	16	28	50	4
Acquire Product Knowledge	1	0	3	25	24	62	4
Formulate Spec's to Guide Procurement	3	13	17	40	20	22	3
Search for Potential Sources of Supply	1	0	0	8	36	70	5
Request Quotation/Bid	1	1	5	18	33	57	4
Conduct Value Analysis	1	2	9	38	28	37	4
Conduct Cost Analysis	1	0	4	20	36	54	4
Prepare for Sales Call	1	3	13	50	22	26	3
Select Sender/Source	1	0	1	8	21	84	5
Negotiate Contract	2	0	2	6	13	92	5
Maintain Buying/Warehouse Records	3	9	13	39	27	24	3
Follow up (Delivery, etc.)	1	2	11	19	40	42	4
Coordinate Traffic	8	11	21	51	15	9	3
Evaluate Supplier/products	3	0	9	27	31	45	4
Develop New Markets	18	20	21	29	12	15	2
7. Determine Purchasing Needs	22	42	21	25	5	0	2
Acquire Product Knowledge	14	33	26	34	7	1	2
Formulate Spec's to Guide Procurement	20	21	24	30	13	7	2
Search for Potential Sources of Supply	21	37	20	23	9	5	2
Request Quotation/Bid	35	42	20	10	5	3	1
Conduct Value Analysis	11	15	14	36	20	19	3
Conduct Cost Analysis	14	20	16	38	13	14	3
Prepare for Sales Call	22	35	30	26	2	0	2
Select Sender/Source	24	41	21	20	6	3	2
Negotiate Contract	16	23	23	27	17	9	2
Maintain Buying/Warehouse Records	36	40	16	20	2	1	1
Follow up (Delivery, etc.)	23	30	23	24	7	8	2
Coordinate Traffic	26	33	16	28	7	5	2
Evaluate Supplier/products	17	28	24	32	6	8	2
Develop New Markets	35	21	11	22	12	14	2

P U R C H A S I N G S U R V E Y
Non Manufacturing

2.

0-Banking/Finance
4-Governmental
2-Insurance
1-Service
0-Education
0-Health
0-Retail
7-Wholesale/Distribution

3a.

5	1-99
4	100-499
2	500-599
6	1000+

3b.

4	1-4
3	5-9
6	10-49
0	50-99
0	100+

4.

13	Expediter
3	Buyer
4	Junior Buyer
2	Assistant Buyer
2	Senior Buyer
3	Purchasing Agent
3	Purchasing Manager
4	Director of Purchasing

5a.

10 said 0 people
3 said 1 person
2 said 2 people
0 said 3 people
1 said 4 people
1 said 5 people

5b.

11 said 0 people
0 said 1 person
1 said 2 people
2 said 3 people
1 said 4 people
0 said 5 people
0 said 6 people
1 said 9 people

P U R C H A S I N G S U R V E Y
Non Manufacturing

	0	1	2	3	4	5	AVG
Determine Purchasing Needs	0	0	1	3	3	9	4
Acquire Product Knowledge	0	0	1	3	4	8	4
Formulate Spec's to Guide Procurement	0	2	2	5	3	4	3
Search for Potential Sources of Supply	0	1	1	3	3	8	4
Request Quotation/Bid	1	0	1	5	2	7	4
Conduct Value Analysis	1	1	2	4	4	4	3
Conduct cost Analysis	0	0	1	6	4	5	4
Prepare for Sales Call	2	2	2	7	3	0	2
Select Sender/Source	0	0	1	2	5	8	4
Negotiate Contract	0	0	1	2	2	11	4
Maintain Buying/Warehouse Records	0	0	3	6	1	6	4
Follow up (Delivery, Etc.)	0	1	3	4	6	2	3
Coordinate Traffic	3	3	4	5	1	0	2
Evaluate Supplier/products	1	0	0	5	5	5	4
Develop New Markets	6	1	1	0	5	3	2

Determine Purchasing Needs	2	2	4	8	0	0	2
Acquire Product Knowledge	1	1	3	5	4	2	3
Formulate Spec's to Guide Procurement	2	4	3	4	2	1	2
Search for Potential Sources of Supply	2	6	2	4	2	0	2
Request Quotation/Bid	3	6	5	2	0	0	1
Conduct Value Analysis	1	3	8	3	1	0	2
Conduct cost Analysis	2	2	7	3	2	0	2
Prepare for Sales Call	7	3	4	2	0	0	1
Select Sender/Source	3	5	4	3	1	0	2
Negotiate Contract	2	3	4	4	1	2	2
Maintain Buying/Warehouse Records	5	6	1	3	0	1	1
Follow up (Delivery, Etc.)	4	4	4	2	2	0	2
Coordinate Traffic	8	4	3	1	0	0	1
Evaluate Supplier/products	3	1	6	6	0	0	2
Develop New Markets	6	4	1	4	1	0	1

P U R C H A S I N G S U R V E Y
All Respondants

2.

0	Banking/Finance
4	Governmental
2	Insurance
0	Retail
7	Wholesale/Distribution
0	Education
0	Health
116	Manufacturing
1	Service

3a.

23	1-99
63	100-499
10	500-599
35	1000+

3b.

35	1-4
23	5-9
21	10-49
1	50-99
0	100+

4.

103	Expediter
20	Buyer
25	Junior Buyer
12	Assistant Buyer
17	Senior Buyer
20	Purchasing Agent
23	Purchasing Manager
29	Director of Purchasing

5a.

85	said 0 people
37	said 1 person
7	said 2 people
0	said 3 people
2	said 4 people
1	said 5 people

5b.

59	said 0 people
20	said 1 person
36	said 2 people
8	said 3 people
4	said 4 people
1	said 5 people
2	said 6 people
1	said 9 people
1	said 10 people

PURCHASING SURVEY
ALL RESPONDANTS

	0	1	2	3	4	5	AVG
6. Determine Purchasing Needs	6	6	10	19	31	60	4
Acquire Product Knowledge	1	0	4	28	28	71	4
Formulate Spec's to Guide Procurement	3	15	19	46	23	26	3
Search for Potential Sources of Supply	1	1	1	11	39	79	4
Request Quotation/Bid	2	1	6	23	35	65	4
Conduct Value Analysis	2	3	11	42	32	42	4
Conduct Cost Analysis	1	0	5	26	40	60	4
Prepare for Sales Call	3	5	15	57	26	26	3
Select Cendor/Source	1	0	2	10	26	93	5
Negotiate Contract	2	0	3	8	15	104	5
Maintain Buying/Warehouse Records	3	9	17	45	28	30	3
Follow up (Delivery, etc.)	1	3	14	24	46	44	4
Coordinate Traffic	11	14	26	56	16	9	3
Evaluate Supplier/products	4	0	9	32	37	50	4
Develop New Markets	24	21	22	29	18	18	2
7. Determine Purchasing Needs	24	44	25	34	5	0	2
Acquire Product Knowledge	15	34	30	39	11	3	2
Formulate Spec's to Guide Procurement	22	25	28	34	15	8	2
Search for Potential Sources of Supply	23	43	23	27	11	5	2
Request Quotation/Bid	38	49	25	12	5	3	1
Conduct Value Analysis	12	19	22	39	21	19	3
Conduct Cost Analysis	16	23	23	41	15	14	2
Prepare for Sales Call	29	39	34	28	2	0	2
Select Cendor/Source	27	47	25	23	7	3	2
Negotiate Contract	18	26	28	31	18	11	2
Maintain Buying/Warehouse Records	41	46	18	23	2	2	1
Follow up (Delivery, etc.)	27	35	27	26	9	8	2
Coordinate Traffic	34	37	20	29	7	5	2
Evaluate Supplier/products	20	30	30	38	6	8	2
Develop New Markets	41	26	12	26	13	14	2

S A L E S S U R V E Y

2.

2	Banking/Finance
0	Governmental
1	Insurance
1	Retail
6	Wholesale/Distribution
0	Education
2	Health
58	Manufacturing
11	Service

3a.

28	1-99
36	100-499
5	500-599
11	1000+

3b.

17	1-4
9	5-9
8	10-49
1	50-99
5	100+

4.

16	Account Manager
9	Field Representative
11	Marketing Representative
4	Product Representative
5	Sales Agent
27	Sales Engineer
17	Sales Person
52	Sales Manager
15	Sales Trainee
30	Sales Representative
17	District Manager

5a.

33	said 0 people
21	said 1 person
16	said 2 people
4	said 3 people
3	said 4 people
3	said 5 people
1	said 12 people

5b.

23	said 0 people
9	said 1 person
15	said 2 people
5	said 3 people
6	said 4 people
7	said 5 people
3	said 6 people
8	said 10 people
1	said 12 people
2	said 20 people
1	said 25 people
1	said 50 people

S A L E S S U R V E Y

	0	1	2	3	4	5	AVE
6. Identify Prospects	2	2	3	13	20	41	4
Qualify Prospects	4	2	2	7	30	36	4
Conduct Market Analysis	8	10	15	30	15	3	3
Develop Presentation	2	1	5	8	24	41	4
Establish Client Relationship	1	0	0	0	23	57	5
Obtain Product Knowledge	1	1	0	3	22	54	5
Obtain Company Knowledge (Prospect)	5	1	4	18	30	23	4
Structure Sales Territory	8	11	17	25	12	8	3
Obtain Sales Interview	5	4	6	17	24	25	4
Conduct Requirements Analysis	4	5	10	14	18	30	4
Match Needs/Benefits	4	2	6	9	20	40	4
Develop Solution	4	0	4	13	20	40	4
Present Solution	4	0	2	13	19	43	4
Close Sale (Acquire the Order)	2	0	0	7	14	58	5
Handle Objections	2	0	1	5	27	46	4
Negotiate Terms of Contract	7	7	11	21	19	16	3
Set Objectives for Future Calls	4	1	4	19	29	24	4
Follow up to Determine Future Action	4	1	1	14	27	34	4
Evaluate Sales Call (Pos or Neg)	5	2	7	30	16	21	3
Deliver Commitments	3	0	5	14	13	46	4
Follow Up (Service the Sale)	3	0	2	11	18	47	4
Continue Education of Clients	7	1	5	25	20	23	3
Verify Proper Usage of Product	6	2	7	27	21	18	3

7. Identify Prospects	11	16	16	30	7	1	2
Qualify Prospects	13	16	16	29	5	2	2
Conduct Market Analysis	13	21	9	20	15	3	2
Develop Presentation	11	14	11	33	10	2	2
Establish Client Relationship	15	23	22	11	7	3	2
Obtain Product Knowledge	14	29	11	18	6	3	2
Obtain Company Knowledge (Prospect)	10	28	17	14	8	4	2
Structure Sales Territory	21	18	17	16	6	3	2
Obtain Sales Interview	17	26	20	12	5	1	2
Conduct Requirements Analysis	18	19	16	18	7	3	2
Match Needs/Benefits	16	21	11	25	6	2	2
Develop Solution	14	20	17	20	8	2	2
Present Solution	15	22	14	19	7	4	2
Close Sale (Acquire the Order	10	16	20	21	8	6	2
Handle Objections	8	18	19	19	14	3	2
Negotiate Terms of Contract	13	23	19	17	7	2	2
Set Objectives for Future Calls	14	16	14	24	9	4	2
Follow up to Determine Future Action	10	15	19	27	8	2	2
Evaluate Sales Call (Pos or Neg)	14	16	15	25	10	1	2
Deliver Commitments	12	29	15	16	6	3	2
Follow Up (Service the Sale)	15	20	24	13	7	2	2
Continue Education of Clients	14	18	18	21	8	2	2
Verify Proper Usage of Product	13	24	15	21	6	2	2

Postsecondary Curriculum Review

A key component of this project was a survey of postsecondary programs in the areas of technical sales, purchasing/materials management, and media planning/buying.

On January 5, 1988, MarkED sent a letter under the Signature of James R. Gleason to the Marketing Department Chair of 2,200 private business, community, and technical colleges. This letter requested program and course outlines for technical sales, purchasing, and media planning/buying. A follow-up letter was mailed January 19, 1988 (see attached letters).

Approximately 275 institutions responded to this request. Respondents were placed in one of three categories. These categories represent institutions which:

- offer principles or introductory courses in the areas of selling, advertising, and/or purchasing.
- offer programs in the areas of selling, purchasing/materials management, and/or media buying/planning.
- do not offer principles courses or programs related to the above-mentioned occupations.

A listing of these programs is attached.

Summary

Of the responding schools that offered principles courses in the related areas, almost all of them indicate principles of selling and principles of advertising as components of a general business/marketing curriculum. Fewer than 15% indicate an introduction to purchasing/buying as a component of a general marketing curriculum.

We found no responding schools that offer either a certificate or an associate degree in media planning/buying. In addition to the 13 schools that we located which offer certificates/associate degrees in purchasing/materials management, we found that the Federal Acquisition Institute publishes a Directory of Academic Procurement and Related Programs and Courses. A copy of this document is enclosed with this report.

Finally, several of the institutions that claim to offer a selling certificate or degree actually include only the equivalent of selling principles and sales management courses. Programs that appear to have more substance and warrant further examination include:

- Iowa Lake Community College
  Emmetsburg, IA

- Davenport College
  Grand Rapids, MI

- Lansing Community College
  Lansing, MI

- Commercial College
  Shreveport, LA

- Weber State College
  Ogden, UT

Program/course outlines will be forwarded at the conclusion of the project.

T · H · E
OHIO STATE UNIVERSITY

MarkED Resource Center

1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226
Phone 614-486-6708

Dear Colleague:

The MarkED Resource Center, a nonprofit corporation affiliated with The Ohio State University, is conducting an occupational analysis/ postsecondary curriculum review of the fields of industrial/technical sales, purchasing, and advertising-media buyer/planner. We need your assistance in the curriculum review process.

If you offer courses or programs in these areas, we would like to have copies of your course and/or program outlines, as well as any additional related material your institution would be willing to forward to us. This information will play a critical role in the development of this project.

The MarkED Resource Center offers a variety of curriculum-related materials to both secondary and postsecondary institutions. The original grant for this project evolved from an agreement with a technical college to complete an analysis of the field involved and to prepare a curriculum outline which would be validated in that institution's local community. In addition, MarkED will be validating the results nationally, so that they may be included in our data base. Since MarkED serves 12-15,000 instructors and over 750,000 students annually, your participation will have national impact.

Please take a few minutes today to make this valuable contribution to secondary and postsecondary marketing education. If you feel that you cannot assist us, we would appreciate your forwarding this request to the proper department within your institution. Participants in this project will receive a copy of the final project report. If you have any questions concerning the project, please call us at (614) 486-6708. Thanks for your help.

Singerely,

James R. Gleason
Executive Director
MarkED Resource Center

JRG/LMF/ss

T · H · E
OHIO
STATE
UNIVERSITY

MarkED Resource Center

1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226
Phone 614-486-6708

Dear Colleague:

Recently, we sent you a letter requesting information for an occupational analysis/postsecondary curriculum review that we are conducting. We asked you for copies of your course and/or program outlines for the fields of industrial/technical sales, purchasing, and advertising media buyer/planner. We have not yet received a reply.

We realize you are a very busy person and may have overlooked our first request. But, please take a few minutes today to locate the material requested or to forward this letter to the appropriate department(s) in your institution. Your assistance is an important contribution to secondary and postsecondary Marketing Education.

If you have already replied, thank you. We will be sending you a copy of our final report.

Sincerely,

James R. Gleason
Executive Director
MarkED Resource Center

JRG/LMF/ss

MEDIA PROGRAMS/CERTIFICATES/ASSOCIATE DEGREES

1. Northwest Wisconsin Technical College
   Green Bay, WI

   Marketing Communications - Associate Degree
   a) Design for Visual Marketing 1
   b) Advanced Graphics
   c) Design for Visual Marketing 2
   d) Fundamentals of Advertising
   e) Graphic Reproduction Techniques
   f) Market Analysis

PURCHASING/MATERIALS MANAGEMENT/PROGRAMS/CERTIFICATES/ASSOCIATE DEGREES

1. Cuyahoga Community College
   Cleveland, OH

   Purchasing Management - Associate Degree
   a) Introduction to Purchasing
   b) Intermediate Purchasing
   c) Purchasing Management

2. Rio Hondo Community College District
   Whittier, CA

   Material Management

3. Thomas Nelson Community College
   Hampton, VA

   Acquisition and Procurement
   (Available as Associate Degree or Certificate)
   a) Intro. to Procurement & Acquisition Management, I and II
   b) Contract Law
   c) Contract Administration
   d) Negotiations of Contracts & Contract Modification

4. Shoreline Community College
   Seattle, WA

   Purchasing Management
   (20 hours out of 55 are in purchasing area)
   a) Purchasing I
   b) Purchasing II
   c) Materials Management
   d) Contract Administration

5. St. Louis Community College at Meramec
   St. Louis, MO

   Materials Management (Associate Degree & Certificate)
   a) Production Planning & Control
   b) Introduction to Material Management
   c) Inventory Procedures and Control
   d) Material Handling
   e) Purchasing Management
   f) Traffic and Transportation Management

6. DePaul University
Chicago, IL

Certificate in Purchasing Management
(30-week program developed in cooperation with the Purchasing Management Association of Chicago (PMAC))
a) Purchasing Principles
b) Purchasing Practices
c) Purchasing and Materials Management
d) Organizing Purchasing Activities
e) Developing A Purchasing Plan
f) Improving Purchasing Performance

7. Northern Essex Community College
Haverhill, MA

Purchasing/Materials Management
a) Purchasing I
b) Purchasing II
c) Commodities Purchasing
d) Production Activity Control
e) Capacity Management
f) Inventory Management

8. Gateway Technical Institute
Kenosha, WI

Marketing-Materials Management
a) Introduction to Transportation
b) Industrial Purchasing
c) Values Analysis
d) Marketing/Physical Distribution

9. Golden Gate University
San Francisco, CA

Acquisition, Procurement & Contract Administration
(Undergraduate curriculum leading to the certificate. Required courses 18 units)
a) Principles of Contract Costing & Pricing
b) Introductory Forecasting for Acquisition Managers
c) Supervisory Management
d) Purchasing and Materials Management
e) Contract Negotiation Seminar
One of the following two courses:
f) Government Contract Law and Administration
g) Law of Contracts, Sales and Commercial Transaction

10. Arizona State University
Tempe, AZ

Purchasing/Materials Management Major
(A major consists of the following six courses.)
a) Production and Operations Management
b) Purchasing Management
c) Traffic and Distribution Management
d) Materials Management
e) Purchasing Research and Negotiation
f) Purchasing & Materials Management Strategy

(Suggested electives which could be included in the 12 hours of free electives):
a) Methods Management
b) Productivity and Quality
c) Principles of Transportation
d) Carrier Management
e) International Transportation
f) Service Operations
g) Production Systems
h) Logistics Systems
i) Problems in Transportation
j) Cost Accounting

11. Lakeshore Technical Institute
Cleveland, WI

Materials Management
a) Industrial Purchasing I
b) Industrial Purchasing II
c) Resource Planning and Control I
d) Transportation and Distribution
e) Resource Planning and Control II
f) Cost Price Value Analysis
g) Purchasing Negotiations
h) Just In Time and Quality Systems

12. William Rainey Harper College
Palatine, IL

Material Management -- Associate Degree

(Required Courses)
a) Fundamentals of Material Management
b) Finance for Material Management

(Group I--four of the following courses must be taken at some point in their program):
c) Production Control Concepts
d) Principles of Physical Distribution
...continued on next page

e) Inventory Control
f) Traffic & Transportation
g) Material Handling and Packaging
h) Purchasing

(Group II--two course selections shall be made from the following courses):

i) Advanced Production Control
j) Distribution Center Operations
k) Legal Aspects of Material Management
l) Advanced Material Handling and Warehousing
m) Practice of Regulatory Agencies
n) Material Requirements Planning (MRP)
o) International Material Management
p) Advanced Purchasing
q) Material Management Policy

(They also have a certificate program.)

13. Broward Community College
Fort Lauderdale, FL

SELLING PROGRAMS/CERTIFICATES/ASSOCIATE DEGREES

1. L.H. Bates Vocational Technical Institute
   Tacoma, WA

   Marketing and Sales Program in traditional vocational blocks. Only 10% of contact time dedicated to sales.
   Salesmanship - 150
   a) Professional Selling
   b) Preparation
   c) The Selling Situation
   d) Techniques for Increasing Sales
   e) The Future in Selling
   f) A Career in Sales
   Program includes 467 co-op hours or approximately 35%.

2. Stratton College
   Milwaukee, WI

   Marketing & Sales Program
   Total credits 96
   Sales credits 8 Sales Principles & Sales Management

3. Clark College
   Vancouver, WA

   Industrial Sales & Service
   One selling course - Creative Salesmanship

4. Iowa Lake Community College
   Emmetsburg, IA

   Fashion Merchandising/Sales Specialist Diploma
   a) Sales I
   b) Sales II
   c) Sales Specialist I
   d) Sales Specialist II

5. St. Cloud Business College
   St. Cloud, MN

   Sales and Business Administration
   a) Sales I
   b) Sales II
   c) Business Communications

6. Johnson County Community College
   Overland Park, KS

   Marketing and Management
   3 Selling courses in curriculum
   a) Salesmanship
   b) Creative Retail Selling
   c) Sales Management
   d) Marketing & Management Seminars:
      - Student Work Experience

7. College of the Desert
   Palm Desert, CA

   Certificate in Sales and Promotion
   a) Fundamentals of Sales
   b) Career Selling & Sales Promotion
   c) Individual Study in Sales & Promotion
   d) Selling and/or Promotion Experience

8. Normandale Community College
   Bloomington, MN

   Marketing and Sales
   a) Sales
   b) Advertising & Sales Promotion
   c) Sales Management

9. Northeast Wisconsin Technical College
   Green Bay, WI

   Marketing - Associate Degree
   (Included in the curriculum are the following sales courses)
   a) Principles of Salesmanship
   b) Customer Service
   c) Sales Management
   d) Industrial Marketing
   e) Executive Selling Skills

10. Davenport College
    Grand Rapids, MI

    Sales and Marketing
    a) Sales Management
    b) Salesmanship Fundamentals
    c) Inside Sales and Customer Service
    d) Sales and Marketing Internship
    e) Field Sales (elective)

11. St. Louis Community College at Meramec
St. Louis, MO

Sales
15% of time devoted to sales
6 credits out of 36 in Business Core
a) Creative Selling
b) Management of Sales Force

12. Salt Lake Community College
Salt Lake City, UT

As an aspect of the Marketing Management program, enrollees can specialize in sales.
a) Salesmanship
b) Professional Selling Techniques
c) Telemarketing and Prospecting
d) Sales Management

13. Meadows-Draughon College
New Orleans, LA

Business Management and Sales Administration
Out of 32 hours, there are 2 selling courses (8 hours)
a) Retail and Telephone Sales
b) Sales Theory and Techniques

14. Lansing Community College
Lansing, MI

General Sales, Associate Degree in Business
a) Sales
b) Advanced Sales
c) Sales Management
d) Field Sales
e) Sales Internship (up to 9 hours)

15. Commercial College
Shreveport, LA

Sales and Marketing Program
a) Introduction to Sales and Marketing
b) Professional Sales Skills
c) Sales and Marketing Externship
d) Psychology of Work
(This program is also offered at Audubon College, New Orleans, LA, a branch of the same college.)

16. Weber State College
Ogden, UT

Technical Sales
(Bachelor of Science Degree, 183 credits for graduation)
45 hours maximum from the following:
a) Fundamental Selling Techniques, 4 cr.
b) Distribution Principles, 5 cr.
c) Principles of Supervision, 5 cr.
d) Sales Personalities and Profiles, 4 cr.
e) Contract and Sales Negotiation Techniques, 4 cr.
f) Sales Presentation Strategies, 4 cr.
g) Sales Practicum (up to 9 hours)

2 of the following 3 courses:

h) Advanced Selling Techniques, 3 cr.
i) Indistrial Technical Sales, 4 cr.
j) Sales Supervision Methods, 5 cr.

Technical Expertise Emphasis: Minimum 30 hours required with 15 hours in upper division, chosen in consultation with the department chairperson in the area of their technical expertise.

PRINCIPLES AND/OR INTRODUCTION TO SE, PU AND/OR AD

SCHOOL	LOCATION
1. Truett-McConnel College	Cleveland, GA
2. Ohio Valley Business College	East Liverpool, OH
3. Western Wisconsin Technical Institute	La Crosse, WI
4. Vista College	Berkeley, CA
5. Los Angeles Trade-Technical College	Los Angeles, CA
6. Solano Community College	Suisun, CA
7. Clermont General & Tech. College	Batavia, OH
8. Washtenaw Community College	Ann Arbor, MI
9. Pueblo College of Bus. & Tech.	Pueblo, CO
10. Cleveland State Community College	Cleveland, TN
11. Garden State Community college	Gadsen, AL
12. Moorhead Technical Institute	Moorhead, MN
13. Ketchikan Community College	Ketchikan, AL
14. Parks Junior College	Denver, CO
15. New Hampshire Voc-Tech College	Nashua, NH
16. Joliet Junior College	Joliet, IL
17. Anne Arundell Community College	Arnold, MD
18. Hutchinson Community College	Hutchinson, KS
19. Jackson Community College	Jackson, MI
20. Macomb Community College	Warren, MI
21. Florida Jr. College at Jacksonville	Jacksonville, FL
22. Union County College	Cranford, NJ
23. Parkland College	Champaign, IL
24. Trinidad State Junior College	Trinidad, CO
25. Nassau Community College	Garden City, NY
26. Middlesex County College	Edison, NJ
27. Barton Co. Community College	Great Bend, KS
28. Lowthian College	Minneapolis, MN
29. Rutledge of Dallas	Dallas, TX
30. Lane Community College	Eugene, OR
31. Casper College	Casper, WY
32. Kirkwood Community College	Cedar Rapids, IA
33. Williamsburg Technical College	Kingstree, SC
34. Kankakee Community College	Kankakee, IL
35. Community College of Aurora	Aurora, CO
36. Cayuga Community College	Auburn, NY
37. Central Community College	Columbus, NE
38. Ohio University-Chillicothe Campus	Chillicothe, OH
39. Kent State University-Tuscarawas Campus	New Philadelphia, OH
40. Lamson Colleges	Glendale, AZ
41. Harding Business College	Maple Heights, OH
42. Indiana Business College	Indianapolis, IN
43. Indiana Business College	Vincennes, IN
44. Chabot College	Hayward, CA
45. Cranford College	Hutchinson, KS
46. Rowan-Cabarrus Community College	Salisbury, NC

PRINCIPLES AND/OR INTRODUCTION TO SE, PU AND/OR AD

SCHOOL	LOCATION
47. Commonwealth College	Richmond, VA
48. Springfield Technical Comm. College	Springfield, MA
49. Haywood Technical College	Clyde, NC
50. Tunxis Community College	Farmington, CT
51. Trenton Junior College	Trenton, MO
52. Richland Community College	Decatur, IL
53. James H. Faulkner Comm. College	Bay Minette, AL
54. East Arkansas Comm. College	Forrest City, AR
55. Lenoir Community College	Kinston, NC
56. Kerr Business College	Augusta, GA
57. Long Beach City College	Long Beach, CA
58. Eastern Arizona College	Thatcher, AZ
59. Moberly Area Junior College	Moberly, MO
60. Midlands Technical College	Columbia, SC
61. Rasmussen Business College	Mankato, MN
62. Minneapolis Community College	Minneapolis, MN
63. Macomb Community College	Warren, MI
64. Delta College	University Center, MI
65. National College	Rapid City, SD
66. Massey Business College	Atlanta, GA
67. Agricultural Technical Inst.-OSU	Wooster, OH
68. Dona Ana Branch Comm. College	Las Cruces, NM
69. Cosumnes River College	Sacramento, CA
70. Rutledge Education system	Charlotte, NC
71. Slautzenberger College	Findlay, OH
72. Raritan Valley Comm. College	Somerville, NJ
73. Hawkeye Inst. of Technology	Waterloo, IA
74. San Jacinto College North	Houston, TX
75. Southeastern Business College	Gallipolis, OH
76. Rockingham Community College	Wentworth, NC
77. Metro Business College	Jefferson City, MO
78. Tri-County Technical College	Pendleton, SC
79. Centre Business School, Inc.	State College, PA
80. South Puget Sound Comm. College	Olympia, WA
81. American Business/Fashion Institute	Charlotte, NC
82. Elgin Community College	Elgin, IL
83. Berkshire Community College	Pittsfield, MA
84. American Institute of Commerce	Bettendorf, IA
85. John C. Calhoun State Comm. College	Decatur, AL
86. North Central Technical College	Mansfield, OH
87. Dixie College	St. George, UT
88. Daytona Beach Community college	Daytona Beach, FL
89. Lockyear College	Indianapolis, IN
90. Northwestern Business College	Chicago, IL
91. Cuyahoga Community College	Cleveland, OH
92. Indiana Voc-Tech. College	Indianapolis, IN
93. Belleville Area College	Bellville, IL
94. Metro Business College	Cape Girardeau, MO

PRINCIPLES AND/OR INTRODUCTION TO SE, PU AND/OR AD

SCHOOL	LOCATION
95. Triton College	River Grove, IL
96. Mid-State Technical Institute	Wisconsin Rapids, WI
97. Ohlone College	Fremont, CA
98. John C. Calhoun State Comm. College	Decatur, AL
99. Baker College-Owosso Campus	Owosso, MI
100. Odessa College	Odessa, TX
101. Johnson & Wales College	Charleston, SC
102. San Jacinto College	Pasadena, TX
103. Navarro College	Corsicana, TX
104. Hamilton Business College	Cedar Rapids, IA
105. Southwestern Michigan College	Dowagiac, MI
106. Indiana Voc-Tech College	Richmond, IN
107. Mansfield Business College	Mansfield, OH
108. Univ. of Minn.-Agri. Business Dept.	Waseca, MN
109. Houston Comm. College System	Houston, TX
110. Hocking Technical College	Nelsonville, OH
111. Northeast Iowa Tech. Institute	Peosta, IA
112. Columbus State Community College	Columbus, OH
113. State Tech	Knoxville, TN
114. El Paso Community College	El Paso, TX
115. Moraine Park Tech. Institute	Fond du Lac, WI

NO RELATED BUSINESS COURSES/PROGRAMS OFFERED

SCHOOL	LOCATION
1. Arizona Career College	Phoenix, AZ
2. Academy of Art College	San Francisco, CA
3. Ocean State Business Institute	Wakefield, RI
4. Blake Business School	New York, NY
5. Montreat-Anderson College	Montreat, NC
6. Cleveland Institute of Technology	Independence, OH
7. Pontiac Business Institute	Port Huron, MI
8. Marin Community College	Kentfield, CA
9. Floyd Junior College	Rome, GA
10. SCS Business & Tech. Inst.-Newark	Newark, NJ
11. Platt College	Oklahoma City, OK
12. The Boyd School	Pittsburgh, PA
13. Herzing Institute	Birmingham, AL
14. International Business Colleges	Alamogordo, NM
15. College of the Siskiyous	Weed, CA
16. N.H. Vocational-Technical College	Laconia, NH
17. Bakersfield College	Bakersfield, CA
18. College of Aeronautics	Flushing, NY
19. Dabney S. Lancaster Community College	Clifton Forge, VA
20. South Puget Sound Community College	Olympia, WA
21. Frontier Community College	Fairfield, IL
22. Cape Fear Technical Institute	Wilmington, NC
23. South Seattle Community College	Seattle, WA
24. Roxbury Community College	Roxbury Crossing, MA
25. Columbia College	Columbia, CA
26. Villa Maria College of Buffalo	Buffalo, NY
27. Longview Community College	Lee's Summit, MO
28. Intermountain College of Court Reporting	Murray, UT
29. Lincoln Trail College	Robinson, IL
30. Pueblo Community College	Pueblo, CO
31. Colorado Northwestern Comm. College	Rangely, CO
32. Detroit Business Institute	Riverview, MI
33. DeVry Tech	Woodbridge, NJ
34. DeVry Institute of Technology	Phoenix, AZ
35. Florida College of Business	Tampa, FL
36. American Hi-Tech Business School	New York, NY
37. Owensboro Jr. College of Business	Owensboro, KY
38. Delta College, Inc.	Baton Rouge, LA
39. National Institute of Technology	Nashville, TN
40. Spencer College	Baton Rouge, LA
41. Horry-Georgetown Technical College	Conway, SC
42. New Mexico State Univ. at Carlsbad	Carlsbad, NM
43. Reid State Technical College	Evergreen, AL
44. National Medical Careers	Ann Arbor, MI
45. Rich Mountain Community College	Mena, AR
46. Chipola Junior College	Marianna, FL

NO RELATED BUSINESS COURSES/PROGRAMS OFFERED

SCHOOL	LOCATION
47. Wilson County Technical College	Wilson, NC
48. South Georgia College	Douglas, GA
49. New Mexico Military Institute	Roswell, NM
50. Lees College	Jackson, KY
51. Atmore State Technical College	Atmore, AL
52. St. Louis Comm College/Florissant Valley	St. Louis, MO
53. Prospect Hall College	Pompano Beach, FL
54. The Univ. of South Carolina (Branch)	Union, SC
55. Mt. Vernon Career Center	Mt. Vernon, OH
56. Montgomery College-Takoma Park Campus	Takoma Park, MD
57. Prestonburg Community College	Prestonburg, KY
58. Computer Systems Institute	Meadville, PA
59. Tacoma Community College	Tacoma, WA
60. Durbin's Secretarial School	Connellsville, PA
61. Sawyer College of Business	Cleveland Heights, OH
62. Peace College	Raleigh, NC
63. Rogers State College	Claremore, OK
64. Arkansas State University	Beebe, AR
65. Sawyer College	Pomona, CA
66. Metropolitan Business College	Port Orchard, WA
67. Quinebaug Valley Comm. College	Danielson, CT
68. ICM School of Business	Pittsburgh, PA
69. Southeastern Community College	Whiteville, NC
70. Valencia Community College	Orlando, FL
71. Orangeburg-Calhoun Tech. College	Orangeburg, SC
72. New Hampshire Voc-Tech College	Berlin, NNH
73. Washington Business School	Vienna, VA
74. American Academy-Dramatic Arts	New York, NY
75. Merit College	Van Nuys, CA
76. Tallahassee Community College	Tallahassee, FL
77. New Mexico State University	Alamogordo, NM
78. Woodridge Business Institute	Salisbury, MD
79. Lurleen B. Wallace State Jr. College	Andalusia, AL
80. Patrick Henry State Jr. College	Monroeville, AL
81. Laboure College	Boston, MA
82. Mansfield Bus. College-Akron Center	Akron, OH
83. Assumption College for Sisters	Mendham, NJ
84. Sawyer College of Business	Cleveland, OH
85. Metropolitan Tech. Community College	Omaha, NE
86. Salisbury Business College	Salisbury, NC
87. Vernon Regional Junior College	Vernon, TX
88. Delaware Tech. & Community College	Dover, DE
89. Carl Albert Junior College	Poteau, OK
90. Webster College	Fairmont, WV
91. Platt College	Tulsa, OK
92. South Bay College/Div. Amer. Bus. Inst.	Los Angeles, CA
93. North Greenville College	Tigerville, SC

NO RELATED BUSINESS COURSES/PROGRAMS OFFERED

SCHOOL	LOCATION
94. Computer Program Institute	Bridgeport, CT
95. St. Gregory's College	Shawnee, OK
96. Marshalltown Community College	Marshalltown, IA
97. Douglas MacArthur State Tech. College	Opp, AL
98. Gainesville Junior College	Gainesville, GA
99. Northwest Technical Institute, Inc.	Eden Prairie, MN
100. Univ. of Pittsburgh at Titusville	Titusville, PA
101. Harry M. Ayers State Tech. College	Anniston, AL
102. Computer Learning Center, Inc.	Camp Hill, PA
103. Kuskokwim Community College	Bethel, AK
104. Natl Edu Cntr-KY College of Tech.	Louisville, KY
105. Southwestern College	Chula Vista, CA
106. National Career College	Huntsville, AL
107. Kellogg Community College	Battle Creek, MI
108. Morrison Institute of Technology	Morrison, IL
109. Thames Valley State Tech. College	Norwich, CT
110. Taylor of Betty Owen	Bloomfield, NJ
111. Seminole Junior College	Seminole, OK
112. Vermilion Community College	Ely, MN
113. OSU--Mansfield Campus	Mansfield, OH
114. Durham College	San Antonio, TX
115. Draughons College	St. Louis, MO
116. Indian Hills Community College	Ottumwa, IA
117. Indiana Business College	Columbus, IN
118. International Business College	Lubbock, TX
119. Southside VA Comm College/Christiana	Alberta, VA
120. Mansfield Business College/Charleston	Charleston, SC
121. Chowan College	Murfreesboro, NC
122. Control Data Institute	Los Angeles, CA
123. Angelina College	Lufkin, TX
124. Nebraska College of Business	Omaha, NE
125. Dundalk Community College	Baltimore, MD
126. Univ. of New Hampshire at Manchester	Manchester, NH
127. International Business College	Indianapolis, IN
128. Prince Inst. of Professional Studies	Montgomery, AL
129. Indiana Voc-Tech College	Columbus, IN
130. Massey College of Business	Houston, TX
131. National Education Center	Blairsville, PA
132. International Business School	Las Cruces, NM
133. Stenotype Inst. of South Dakota	Sioux Falls, SD
134. Kane Business Institute	Camden, NJ
135. Kee Business College	Richmond, VA

NO RELATED BUSINESS COURSES/PROGRAMS OFFERED

SCHOOL	LOCATION
136. Clifton School of Business	Clifton, NJ
137. Alabama Beauty College	Chickasaw, AL
138. COPE Institute	Brooklyn, NY

Survey Results

Input from the three technical panels (technical sales, purchasing, media planning/buying) and a synthesis of the literature review data were used collectively to develop three survey instruments that were mailed to businesspeople in the Milwaukee area. A copy of each survey is attached. The mail surveys were administered and the results tabulated by MATC-North Campus. The purchasing survey was mailed to members of the Southeast Wisconsin Purchasing Management Association. The media survey was sent to all members of the Milwaukee Ad Club. Finally, the technical sales survey was sent to sales managers from a random selection of businesses in the Milwaukee metropolitan area as listed by Dun & Bradstreet.

Cautions

Any discussion of the survey results must first address the sampling and nonsampling errors which may bias the survey results.

Sampling Error. In order to avoid sampling error, the sample must be drawn from the population to which inferences are being made. With purchasing, for example, we can only make inferences back to our sample -- members of the Southeast Wisconsin Purchasing Management Association. There is an obvious gap between the frame (members of the Southeast Wisconsin Purchasing Management Association) and the population to be studied (purchasing personnel in the Milwaukee area).

The types of nonsampling errors which appear to be present are nonresponse and inaccurate response.

Nonresponse. The return or response rate for each of the three surveys was as follows:

- o Media ---------- 14% return
- o Technical Sales -- 15% return
- o Purchasing ------- 35% return

No attempt was made to follow-up with nonrespondents. When nonrespondents are not minimized, those who do respond may not represent the population about which we wish to make inferences. In other words, those who respond may feel more strongly about an issue than nonrespondents, therefore introducing a bias into the sample data.

Inaccurate Response. A response of "0" on the surveys was used to indicate no significance to successful job performance. When the data were tabulated, a non-response was also recorded as a "0," resulting in an inaccurate summary of responses. Because of this tabulation error, the "0" responses were not used in the calculation of an average response for each question, thereby inflating the significance to overall job performance for a given task.

An average of four or five was achieved for all of the tasks listed below. Trends, therefore, indicate the inclusion of the following foci in courses for a technical sales certificate or degree.

Identify Prospects
Qualify Prospects
Develop Presentation
Establish Client Relationship
Obtain Product Knowledge
Obtain Company Knowledge (Prospect)
Obtain Sales Interview
Conduct Requirements Analysis
Match Needs/Benefits
Develop Solution
Present Solution
Close Sale (Acquire the Order)
Handle Objections
Set Objectives for Future Calls
Follow up to Determine Future Action
Deliver Commitments
Follow Up (Service the Sale)

The remaining tasks received an average rating of three and, therefore, warrant consideration in the curriculum design of a technical sales program. These additional tasks include the following:

Conduct Market Analysis
Structure Sales Territory
Negotiate Terms of Contract
Evaluate Sales Call (Positive or Negative)
Continue Eduation of Clients
Verify Proper Useage of Product

Purchasing

The purchasing survey was mailed to 375 persons, with a return of 132 surveys or 35%. The significance of the job tasks was rated in relation to job performance using the following scale:

0 - no significance to successful job performance
1 - minimal significance to successful job performance
2 -
3 - moderate significance to successful job performance
4 -
5 - essential to successful job performance

An average of four to five was achieved for all of the tasks listed below. Trends, therefore, indicate the inclusion of the following foci in courses for a purchasing certificate or degree.

Determine Purchasing Needs
Acquire Product Knowledge
Formulate Specifications to Guide Procurement
Search for Potential Sources of Supply (Sourcing)
Request Quotation/Bid
Conduct Value Analysis
Conduct Cost Analysis
Prepare for Sales Call
Negotiate Contract
Follow up (Delivery, etc.)
Evaluate Supplier/Products

The remaining tasks, except one, received an average rating of three and, therefore, warrant consideration in the curriculum design of a purchasing program. These additional tasks include:

Select Vendor/Source
Maintain Buying/Warehouse Records
Coordinate Traffic

The remaining task received an average rating of two, although 50% of the respondents rated it as being at least moderately significant to successful job performance.

Develop New Markets

Because of the limited sample size for all of the surveys, we cannot make legitimate comparisons between responses based on company size, type of business, etc. Despite the errors that occurred in the administration of the surveys, we believe inferences for curriculum-planning purposes are appropriate.

Media Planning/Buying

The media survey was mailed to 350 persons with a return of 49 surveys, or 14%. The significance of the job tasks was rated in relation to job performance using the following scale:

0 - no significance to successful job performance
1 - minimal significance to successful job performance
2 -
3 - moderate significance to successful job performance
4 -
5 - essential to successful job performance

An average of four or five was achieved for all of the tasks listed. Data, therefore, indicate the inclusion of the following foci in courses for a media planning/buying certificate or degree.

Conduct Market Analysis
Determine Media Objectives
Determine Media Strategies
Forecast Media Performance
Estimate Media Costs
Determine Media Values
Prepare/Interpret Budgets
Select Proper Media
Negotiate Price/Positioning
Place the Buy
Maintain/Review the Buy
Resolve Billing
Conduct Post-Buy Analysis

Technical Sales

The sales survey was mailed to 549 persons with a return of 81 surveys or 15%. The significance of the job tasks was rated in relation to job performance using the following scale:

0 - no significance to successful job performance
1 - minimal significance to successful job performance
2 -
3 - moderate significance to successful job performance
4 -
5 - essential to successful job performance